



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 11201325
SAU: Old Town School Department
School: Leonard Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

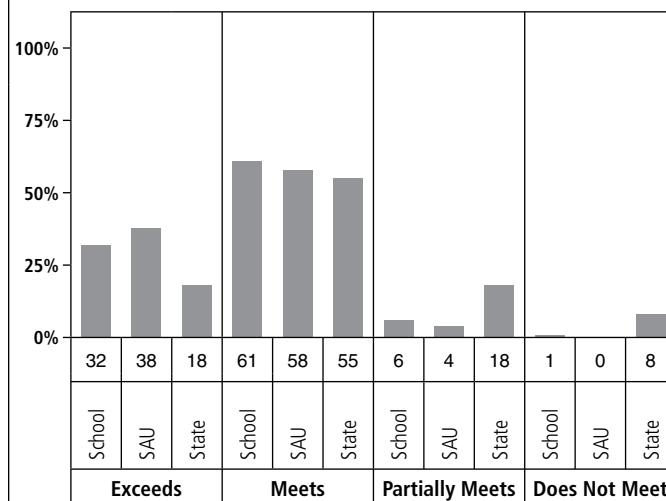
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Old Town School Department
School: Leonard Middle School

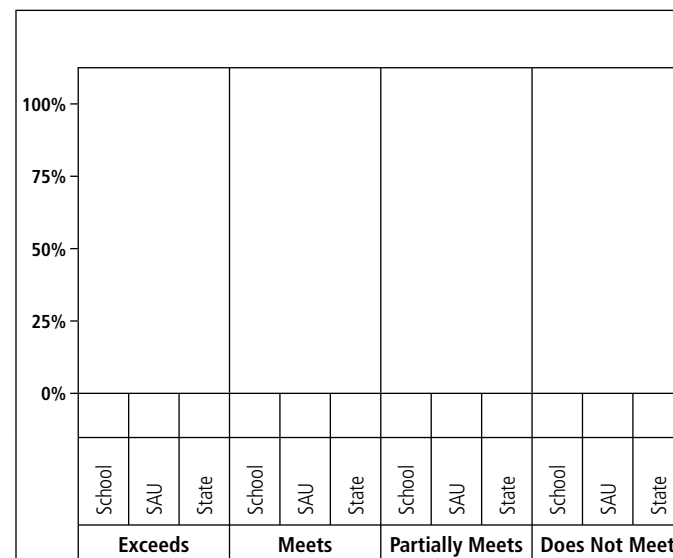
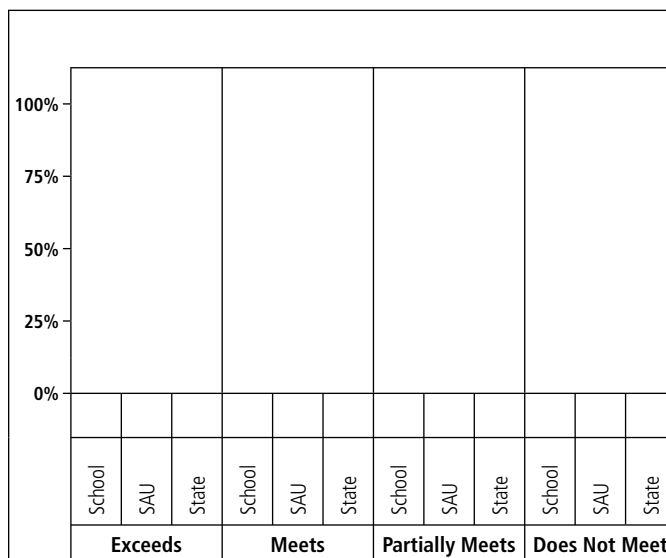
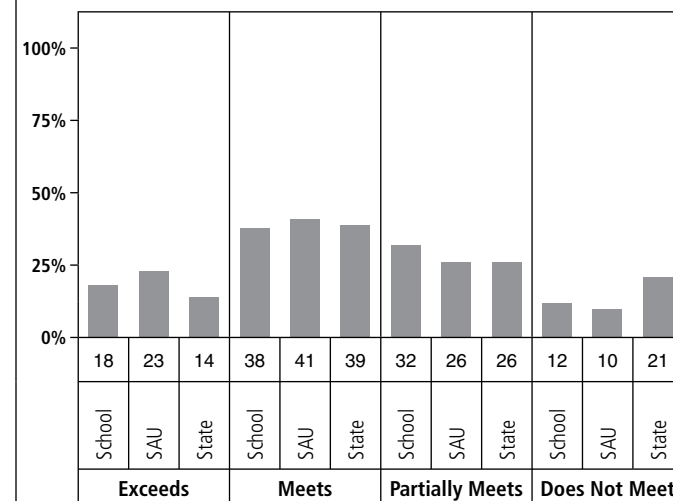
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	748	748	745
2006–2007	751	752	748
2007–2008	757	759	750
Cum. Avg. *	752	753	748
Mathematics			
2005–2006	744	745	740
2006–2007	741	742	742
2007–2008	746	749	743
Cum. Avg. *	744	745	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: Old Town School Department
 School: Leonard Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	102	100	73	100	14818	100	102	100	73	100	14698	99	102	100	73	100	14694	99												
Ethnicity African American/Black	1	1	1	1	381	3	1	100	1	100	372	98	1	100	1	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	100	98	71	97	13927	94	100	100	71	100	13825	99	100	100	71	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	18	18	11	15	2556	17	18	100	11	100	2508	99	18	100	11	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	40	39	28	38	5461	37	40	100	28	100	5408	99	40	100	28	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	84	82	60	82	12195	82	85	83	62	85	12215	82												
Identified disability (PET/IEP)	2	2	0	0	418	3	3	4	2	3	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	1	1	1	2	181	1	1	1	1	2	182	1												
Participation with accommodations	18	18	13	18	2320	16	17	17	11	15	2303	16												
Identified disability (PET/IEP)	16	89	11	85	1912	82	15	88	9	82	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	1	6	1	8	56	2	1	6	1	9	55	2												
Other	1	6	1	8	244	11	1	6	1	9	226	10												
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: Old Town School Department
School: Leonard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	23	19	17	21	1769	11
	2006-2007	32	29	22	28	2630	18
	2007-2008	33	32	28	38	2604	18
	Cum. Total*	88	26	67	29	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	64	52	40	49	7521	49
	2006-2007	56	51	43	54	7605	51
	2007-2008	62	61	42	58	8049	55
	Cum. Total*	182	54	125	53	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	21	17	16	20	3773	24
	2006-2007	10	9	7	9	3000	20
	2007-2008	6	6	3	4	2672	18
	Cum. Total*	37	11	26	11	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	14	11	8	10	2399	16
	2006-2007	12	11	8	10	1620	11
	2007-2008	1	1	0	0	1190	8
	Cum. Total*	27	8	16	7	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	40.1	71.6	41.2	73.6	35.3	63.0
Literary Text	28	50	20.0	71.4	20.7	73.9	17.3	61.8
Informational Text	28	50	20.1	71.8	20.5	73.2	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Old Town School Department
 School: Leonard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	102	33	32	62	61	6	6	1	1	757	73	38	58	4	0	759	14515	18	55	18	8	750
Ethnicity																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	100	32	32	61	61	6	6	1	1	757	71	38	58	4	0	759	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	18	1	6	14	78	2	11	1	6	747	11	9	73	18	0	749	2330	2	30	36	32	735
No	84	32	38	48	57	4	5	0	0	759	62	44	55	2	0	760	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	102	33	32	62	61	6	6	1	1	757	73	38	58	4	0	759	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	40	11	28	24	60	5	13	0	0	755	28	32	61	7	0	756	5299	9	51	26	14	745
No	62	22	35	38	61	1	2	1	2	758	45	42	56	2	0	760	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	102	33	32	62	61	6	6	1	1	757	73	38	58	4	0	759	14514	18	55	18	8	750
Gender																						
Female	56	21	38	30	54	5	9	0	0	758	38	45	50	5	0	760	7084	24	55	15	6	752
Male	46	12	26	32	70	1	2	1	2	755	35	31	66	3	0	757	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	1	6	16	89	1	6	0	0	751	16	0	94	6	0	750	946	6	47	34	12	743
No	84	32	38	46	55	5	6	1	1	758	57	49	47	4	0	761	13569	19	56	17	8	750
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	774	5	100	0	0	0	774	574	61	38	1	0	765
No	97	28	29	62	64	6	6	1	1	756	68	34	62	4	0	757	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Old Town School Department
 School: Leonard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	3	23	9	69	1	8	0	0	752	14	30	60	10	0	753	6	9	42	24	25	741
B. less than one hour	70	26	37	42	60	2	3	0	0	759	68	43	57	0	0	761	50	17	56	19	8	750
C. one to two hours	16	4	25	9	56	3	19	0	0	755	17	33	50	17	0	755	40	20	58	16	6	752
D. more than two hours	1	0	0	1	100	0	0	0	0	754	1	0	100	0	0	754	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	47	21	45	23	49	3	6	0	0	759	51	51	43	5	0	760	36	24	58	14	5	753
B. They match some of what I have learned.	44	11	25	30	68	3	7	0	0	756	38	29	68	4	0	757	50	16	58	19	8	749
C. They match just a little of what I have learned.	6	1	17	5	83	0	0	0	0	756	7	20	80	0	0	758	11	13	45	26	16	745
D. There is no match.	4	0	0	4	100	0	0	0	0	749	4	0	100	0	0	748	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	14	58	10	42	0	0	0	0	765	22	69	31	0	0	768	28	35	52	9	5	756
B. good	52	16	30	36	68	1	2	0	0	757	60	36	61	2	0	758	52	15	60	18	7	750
C. fair	22	3	14	14	64	5	23	0	0	751	15	9	73	18	0	749	18	3	49	33	15	742
D. poor	2	0	0	2	100	0	0	0	0	748	3	0	100	0	0	748	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	4	29	10	71	0	0	0	0	756	16	25	75	0	0	757	16	13	48	23	16	745
B. about the same as my regular schoolwork	64	21	32	39	60	5	8	0	0	757	59	40	56	5	0	758	65	18	57	18	7	750
C. easier than my regular schoolwork	22	8	36	13	59	1	5	0	0	759	25	44	50	6	0	761	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	1	17	5	83	0	0	0	0	752	7	20	80	0	0	752	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	56	14	25	37	65	6	11	0	0	754	55	25	68	8	0	755	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	38	18	47	20	53	0	0	0	0	762	38	61	39	0	0	765	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	13	28	30	65	3	7	0	0	756	46	39	58	3	0	759	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	50	19	38	29	58	2	4	0	0	758	51	38	59	3	0	758	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	4	1	25	3	75	0	0	0	0	759	3	50	50	0	0	764	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	26	9	35	17	65	0	0	0	0	760	29	38	62	0	0	760	17	25	57	13	6	753
B. 20 minutes to an hour	52	21	40	27	52	4	8	0	0	759	50	50	47	3	0	761	45	22	56	16	6	752
C. less than 20 minutes	10	2	20	8	80	0	0	0	0	756	10	14	86	0	0	757	13	14	56	21	9	748
D. I rarely read at home.	12	1	8	10	83	1	8	0	0	749	11	13	75	13	0	748	24	8	53	26	13	745
Optional school/SAU question																						
A.	11	2	20	7	70	1	10	0	0	755	0											
B.	15	2	14	11	79	1	7	0	0	754	0											
C.	57	23	44	27	52	2	4	0	0	760	78	44	52	4	0	760						
D.	17	4	25	11	69	1	6	0	0	756	22	29	71	0	0	758						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Old Town School Department
School: Leonard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	13	11	11	14	1646	11
	2006-2007	11	10	8	10	2142	14
	2007-2008	18	18	17	23	2028	14
	Cum. Total*	42	13	36	15	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	61	50	41	51	5497	36
	2006-2007	50	46	38	48	5642	38
	2007-2008	39	38	30	41	5703	39
	Cum. Total*	150	45	109	47	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	30	25	19	23	4514	29
	2006-2007	30	28	20	25	4077	27
	2007-2008	33	32	19	26	3733	26
	Cum. Total*	93	28	58	25	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	18	15	10	12	3797	25
	2006-2007	18	17	13	16	3001	20
	2007-2008	12	12	7	10	3054	21
	Cum. Total*	48	14	30	13	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.0	56.3	9.5	59.4	8.8	55.0
Cluster 2: Shape and Size	14	25	6.1	43.6	6.6	47.1	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.4	42.5	3.8	47.5	3.5	43.8
Cluster 4: Patterns	18	32	8.9	49.4	9.7	53.9	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Old Town School Department
 School: Leonard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	102	18	18	39	38	33	32	12	12	746	73	23	41	26	10	749	14518	14	39	26	21	743
Ethnicity																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	100	18	18	38	38	33	33	11	11	747	71	24	41	27	8	750	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	18	1	6	4	22	7	39	6	33	735	11	9	27	36	27	739	2321	2	16	26	55	727
No	84	17	20	35	42	26	31	6	7	749	62	26	44	24	6	751	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	102	18	18	39	38	33	32	12	12	746	73	23	41	26	10	749	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	40	5	13	10	25	16	40	9	23	741	28	14	25	39	21	742	5301	5	31	31	33	736
No	62	13	21	29	47	17	27	3	5	750	45	29	51	18	2	754	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	102	18	18	39	38	33	32	12	12	746	73	23	41	26	10	749	14517	14	39	26	21	743
Gender																						
Female	56	9	16	21	38	20	36	6	11	745	38	21	42	29	8	748	7086	14	40	26	20	743
Male	46	9	20	18	39	13	28	6	13	748	35	26	40	23	11	751	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	7	39	8	44	3	17	739	16	0	38	44	19	738	946	4	23	36	37	733
No	84	18	21	32	38	25	30	9	11	748	57	30	42	21	7	753	13572	15	40	25	20	743
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	776	5	100	0	0	0	776	575	64	31	3	1	765
No	97	13	13	39	40	33	34	12	12	745	68	18	44	28	10	748	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Old Town School Department
School: Leonard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	1	8	4	31	6	46	2	15	741	14	10	40	40	10	742	6	7	29	26	37	734
B. less than one hour	70	14	20	31	44	19	27	6	9	749	68	27	47	20	6	752	50	13	39	26	22	742
C. one to two hours	16	3	19	2	13	8	50	3	19	744	17	25	8	42	25	745	40	15	42	26	17	744
D. more than two hours	1	0	0	1	100	0	0	0	0	742	1	0	100	0	0	742	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	13	31	15	36	11	26	3	7	752	45	36	33	24	6	754	32	21	40	23	16	747
B. They match some of what I have learned.	45	3	7	20	44	16	36	6	13	743	38	11	54	25	11	747	50	12	42	27	19	743
C. They match just a little of what I have learned.	12	1	8	3	25	6	50	2	17	740	14	10	30	40	20	741	15	7	32	31	30	737
D. There is no match.	2	1	50	1	50	0	0	0	0	756	3	50	50	0	0	756	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	11	37	10	33	6	20	3	10	753	33	42	38	17	4	756	25	34	42	13	11	753
B. good	49	6	12	22	45	18	37	3	6	746	49	17	44	31	8	748	47	10	45	27	18	743
C. fair	21	1	5	6	29	9	43	5	24	739	18	8	38	31	23	743	23	3	30	36	32	735
D. poor	1	0	0	1	100	0	0	0	0	756	0					756	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	1	3	12	41	11	38	5	17	741	27	5	45	25	25	741	36	6	38	29	27	738
B. about the same as my regular schoolwork	53	7	13	24	44	19	35	4	7	746	52	16	47	34	3	749	53	13	42	27	18	744
C. easier than my regular schoolwork	18	10	56	3	17	3	17	2	11	758	21	67	20	7	7	762	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	48	6	13	18	38	17	35	7	15	744	46	18	39	27	15	746	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	45	9	20	19	42	14	31	3	7	750	45	25	47	25	3	753	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	6	3	50	1	17	2	33	0	0	754	8	50	17	33	0	754	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	22	6	27	8	36	5	23	3	14	750	25	28	39	17	17	750	9	15	37	25	23	742
B. two or three days a week	43	7	16	20	47	14	33	2	5	748	40	24	48	24	3	752	20	13	41	26	20	743
C. two or three times each month	32	5	16	8	25	13	41	6	19	743	32	22	26	39	13	745	30	15	40	27	18	744
D. never or almost never	3	0	0	2	67	1	33	0	0	743	3	0	100	0	0	745	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	4	2	50	0	0	1	25	1	25	751	5	50	0	25	25	751	20	17	39	23	22	744
B. two or three days a week	44	5	11	18	41	15	34	6	14	745	45	15	42	30	12	747	29	16	40	25	19	744
C. two or three times a month	39	6	15	15	38	15	38	3	8	746	36	23	46	27	4	751	26	13	40	28	20	743
D. never or almost never	14	5	36	6	43	2	14	1	7	752	14	40	40	10	10	753	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	33	0	0	1	33	1	33	736	4	33	0	33	33	736	8	7	32	26	35	736
B. 30–45 minutes	18	2	11	5	28	6	33	5	28	742	19	14	36	21	29	744	41	12	38	27	23	741
C. 45–60 minutes	38	3	8	15	39	16	42	4	11	744	38	11	46	39	4	748	41	17	42	24	16	745
D. more than 60 minutes	42	12	29	19	45	10	24	1	2	752	38	39	43	14	4	755	10	15	38	25	22	743
Optional school/SAU question																						
A.	11	1	10	3	30	3	30	3	30	740	0											
B.	15	0	0	5	36	8	57	1	7	739	0											
C.	57	14	27	23	44	12	23	3	6	752	78	28	44	22	6	752						
D.	17	2	13	4	25	7	44	3	19	742	22	14	29	36	21	743						